

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses some points in introduction that including background of the study, statement of the problem, purposes of the study, significance of the study, scope and limitation, and definition of key terms.

#### **1.1 Background of the Study**

Speaking is a language skill that was preceded by listening, after students listen some words from the speaker so the students can understand slowly some information delivered by the speaker, at that time the speaking ability learned. As the explanation from (Risnadedi, 2001) speaking is a language skill that develops on a child's life. It means that speaking ability is preceded by listening skills. So in the early stages of speaking ability we will get and understand the information from the speaker, then we will produce speaking. In another explanation that is from (Irawati, 2014) she says that speaking is an activity to produce speech in the form of words and verbal sentences to be able to communicate with others.

Researchers have many opinions on aspects of the speaking assessment. But in this study the researcher use the opinion from (Syakur, 2000), he explained that "There are at least five components in speaking skills to be noticed by teachers while teaching speaking, that are; comprehension, grammar, vocabulary, pronunciation, and fluency." So, a person can be said to be good in speaking practice if they can master those five aspects. On the contrary, if from the five aspects, there are still aspects that can not be controlled, then the speaker could not be said to be good in the speaking ability.

Speaking is the process of communication or interaction with other people in order to communicate each other. Through communication, people can access the information and have a good relation in daily life. (Thornbury, 2007) states "Speaking is so much a part of daily life that we take it to granted." It means, by speaking people can express their ideas and purpose orally to the listeners. Because of that, learning speaking of foreign languages need more practice. On the other hand, speaking skill is one of language skills that must be mastered by

any foreign language learner. English speaking skill also very prominent for the students because English speaking skill is very needed in global communication at the world. As we know that English used as an international language, it becomes the reason why people is competing to master English as communication tool in this globalization era. Good speaking activities should be extremely engaging for the students (Harmer, 2007). In teaching speaking, the teacher must be able to make interesting topic and apply the suitable technique. The aims are to make the students more interested and also to avoid boredom in learning English. So, the teacher must be creative when teaching or often create some new ways like giving them some games in teaching and learning process.

There are many problems in learning speaking skill (Buzanni, 2008): (1) the limited opportunities for the students to speak in class, (2) the lack of variation of teaching techniques used by the teacher in class, (3) the teaching strategy application was monotonous that made the students bored and disinterested in studying English. Considering those problems, improving students speaking skill is part of teacher's job. The teacher is expected to have right teaching techniques to provide students with appropriate teaching media and to create positive classroom environment. Therefore, the students will have an opportunity to use English among themselves (Dwiyanti, 2009).

In teaching speaking, media has an important rule to support the process. Wijaya (2012) stated that a medium (media) in teaching learning process is a channel of communication. It refers to anything that deliver information between a source and a receiver; carry message with an instructional purpose. The purpose of media is to facilitate communication (instruction). Sudrajat, as cite in Schramm, (1977) stated that media is tool which carry message and can be used as learning needed. Media is physical thing to carry learning material such as audio.

An audio media to teach speaking should provide students to be able to learn how to speak properly by listening to some audio, pointed out several tasks that concentrate on oral production, such as using audio diaries, and record themselves and classmates for a classroom assignment. Tavales and Skevoulis (2006) suggested that learners can possibly record themselves or native speakers

and then engage in listening practice as they focus on pronunciation, grammar use, or intonation. Mohamad (2015) stated that, by both listening and producing podcast, students are able to improve their speaking skill greatly because they are able to know how to pronounce some words correctly, improve their vocabulary, and even use the correct intonation by listening to the audio followed with producing their own podcast.

In this era, teaching by taking advantage of the Information and Communication Technology (ICT) as a media are way more practice and interesting to do than using conventional way to teach. The ICT tools include computers, radio, television, mobile phone and some other devices. Among the ICT tools that is mostly owned and widely used is mobile phone. Mobile phone became one of the tools that can be useful in teaching process because most of the students are familiar with the use of mobile phone in their daily live. Machmud (2018) stated that students' who taught by using Mobile phone application, have significantly better speaking skills than the other students' who taught by using conventional method. Not only that, the use of Mobile Application also reduce the students' anxiety level in learning process.

There are a lot of Mobile phone apps that can be used as a media in teaching. Based on the statement above about media in teaching speaking, English Listening and Speaking (ELS) app is one of it. It fulfill the requirement of app to be used as a media in teaching such as, ELS can be the channel in communication, to carry messages and learning material in teaching learning process. ELS app has a lot of features, and also can help the user in learning english especially their speaking skill. The user able to record their own and analyze it by comparing their recording with the native speaker record that is already available in the app. Teacher can also use that app in teaching learning process, the student's are able to speak freely without even worrying about making mistakes and by that, the students' will be able to develop their speaking skills

Many researchers has conduct different type of strategy and media to overcome student's problem in speaking. Recent study conducted Moreno and Vermeulen (2014) with their reasearch entitled "*Using VISP (Videos for SPeaking), a mobile app based on audio description, to promote English*

*language learning among Spanish students*” to 16 Spanish Erasmus students of English as a foreign language. Although, their actual learning of vocabulary still needs improvement, it showed that most of the participants are motivated and having a positive attitude towards the app and it is good for their learning process in the future. The only thing that is needed to be improved is the app availability about vocabulary exercises.

Other research are carried out by Ahmed (2016). The research focuses on the use of Duolingo as Bilingual learning app to helps promote acquiring two languages simultaneously for beginners. It involves one participant who used Duolingo to learn Spanish and English simultaneously for two months. The participant is a male school student whose age is 12 years old lives in Riyadh, Saudi Arabia. The results displayed that Duolingo can promote acquiring two languages for beginners and is beneficial for learning the second language but it has limitations. In conclusion, Duolingo is recommended to be adopted at schools to entertain the students while learning since it is similar to a video game.

The focus of those previous studies are only for speaking in general, because VISP and Duolingo does not have focused features to help students in practicing speaking in specific especially for speaking fluency. Whereas, fluency is also an important aspect in speaking skill. Because fluency means speaking easily, reasonably, quickly and without having to stop and pause a lot. It is automatically in our brain, we have many vocabularies and accustomed to use English language in daily communication. So that, we can speak up fluently. Here the researcher wanted to know how the students’ speaking fluency will be affected after the implementation of ELS app.

From those previous study, it shows that the utilization of mobile apps are giving significant impact in learning language but most of the apps that has been implemented in the previous research are still have a hole to be improved. The media used in previous research does not have specific features like vocabulary learning, listening and speaking practice, and even hangman games. So, here the researcher will use ELS app as the technology based media to know whether the use of ELS app will give significant impact on student’s speaking fluency because ELS app provide a whole lot of features compared to the apps used in the previous

research, such as exercises for vocabulary, word games, interesting short stories, and it even provide different levels of learning starting from easy to intermediate. The researcher will conduct this study in junior high school level, the research subject is SMP IT Al-Ibrah. The researcher will take the students in the second semester at eight grades as the subject of this research after conducting preliminary study at that school and already gather some data regarding to the teaching strategy at SMP-IT Al-Ibrah. The teacher mostly explaining to the students about the material orally to teach the students', they rarely use media especially electronic media to teach the student's. Hence, the students' are mostly bored, having no motivation, and nervous in learning process because there is no media used. The students tend to be silent and do not want to speak English because they are afraid of making mistakes in speaking, while in learning language they have to speak in order to master the language that they are learning. Based on the 2013 Curriculum (K-13), the primary purpose of teaching English at Junior High School is to enable students to communicate fluently and acceptably. Students are expected to be able to speak and communicate in English in daily life, both in written and spoken forms (Depdiknas, 2013). From that situation, the researcher will try to conduct the research to the students' by using ELS app to help the students' to develop their speaking fluency's better.

## **1.2 Statement of the Problem**

Based on the discussion above, the problem of the research can be formulated as follows:

Is there any significant effect of using ELS app on students speaking fluency at eight grades of SMP IT Al-Ibrah?

## **1.3 Purposes of the Study**

The purpose of this study is to know the effect of ELS app on the students speaking fluency at eight grades of SMP IT Al-Ibrah, whether there is change or not in the students speaking fluency after the media applied.

## **1.4 Significance of the Study**

There are two significances of the study, that are theoritical and practical significance. Theoritically, the result of this study is to know how the use of ELS

app can give the positive effect on students speaking fluency at eight grades of SMP IT Al-Ibrah.

Practically, from this study the writer hope that the result of this study can give benefits for the reader, especially for the teacher and the students. For the teacher, it hope that the result of this study can give the teacher alternative method to teach speaking. For the students , it hope that from this study, the students more easy to practice speaking and more better in the speaking practice. For the readers, it hope that this study can give contribution to the readers to always improve the teaching method become a modern method.

### **1.5 Scope and Limitation**

The scope of this study is to explain the effect of ELS app on students speaking skills. The researcher choose ELS app on students speaking skills, the reason is because the researcher want to know the effect of ELS app on students speaking fluency.

### **1.6 Hypothesis of The Study**

H0: There is no significance effects of using ELS app on students speaking fluency at eight grades of SMP IT Al-Ibrah.

H1: There is significance effects of using ELS app on students speaking fluency at eight grades of SMP IT Al-Ibrah.

### **1.7 Definition of the Key Terms**

#### **1. Speaking**

Speaking ability is how the way students express the monologue of short functional text about descriptive and narrative text with the right component of speaking skill such as speak with appropriate content, fluently, comprehensibility, right pronunciation and various vocabularies.

#### **2. ELS app**

ELS app is an language learning Application that is available for free in google playstore. This application contains a lot of feature that are able to be used

for students to learn and improve their skills in english especially in speaking. It has a lot of short and long storys for students to be practiced. Students can also listen to the recording of the story before start practicing speaking which can help them to understand the best way to speak.